

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008–09 Revisions Included

School: Ridge Spring-Monetta Elementary School

District: Aiken County School District

Principal: Jim Hooper

Superintendent: Elizabeth Everitt

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Ridge Spring-Monetta Elementary School serves 438 students in Kindergarten through fifth grades. The rural school ethnic makeup consists of 41% African American, 49% Caucasian, and 10% Hispanic. Student demographic information for Ridge Spring-Monetta Elementary/Middle School indicates 74.6% of the student population receives free/reduced priced lunch. The data used to measure the achievement of Ridge Spring-Monetta Elementary students included the comparison of the 2005-2007 Palmetto Achievement Challenge Test (PACT) and the Winter 2008 Measures of Academic Progress (MAP) data.

The Palmetto Achievement Challenge Test for 2007 for grades three and four revealed a significant drop in the percentage of students meeting the grade level standard in English/Language Arts. Even though there was a significant drop only in grade four for mathematics, the average percentage of students scoring Below Basic for the three grade levels was 37.3%. The 2007 Report Card for Ridge Spring-Monetta Elementary School revealed that when compared to other elementary schools with similar demographics, Ridge Spring-Monetta Elementary had 15.2% more students scoring Below Basic in English/Language Arts. In Mathematics, students tested showed 10.4% more scoring Below Basic. Significant deficiencies were also noted in Science and Social Studies, as compared to other elementary schools similar to ours.

The Measures of Academic Progress results from the Winter 2008 testing on the Reading and Mathematics portions of the assessment showed a distinct need for remediation and acceleration of student learning. Using the PACT/MAP equivalency chart, students in grades two through five at Ridge Spring-Monetta Elementary would score an average of 72.1% Below Basic in Mathematics and 48.7% in Reading. These scores show a significant need for small group instruction. Breaking down the scores to identify individual students and their areas of greatest need will enable teachers to offer small group instruction that will have a direct impact on student learning.

Students at each grade level at Ridge Spring-Monetta Elementary School will be assessed using MAP assessments three times during the 2008-2009 academic year. These assessment results will be compiled and compared for student achievement levels. The data will be displayed on an Assessment Wall and the results from these assessments will be used to identify students to be included in small group instruction. The 2007 PACT results show a tremendous need for improved skills in all academic areas; therefore, small group instruction along with the learning strategies addressed in the ELA and Mathematics goals will also work toward improved growth in Science and Social Studies.

Completion of a comprehensive needs assessment and a survey of strengths and weaknesses of the elementary school revealed the following areas of prioritized needs. Areas identified for improvement included instructional leadership, shared vision and clear goals, learning environment, positive student behavior, and student involvement and responsibility. Administrators, teachers and staff suggested that creating a positive learning environment with high expectations, addressing various learning styles, and use of data to drive instruction are ways in which we can meet our goals. As a result of the survey administered in January 2008, the principal recognized the need for systematic use of data in planning/instruction and ongoing professional development. These became priorities for the principal's Instructional Leadership Goals.

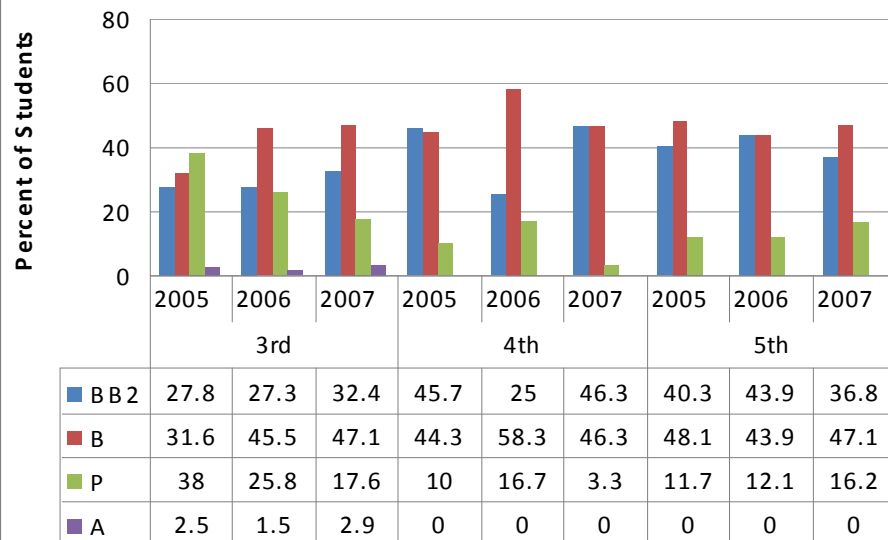
Research shows that successful efforts to improve reading achievement emphasize identification and implementation of evidence-based practices that promote high rates of achievement when used in classrooms by teachers with diverse instructional styles with children who have diverse instructional needs and interests (Bond & Dykstra, 1967/1997; National Clearinghouse for Comprehensive School Reform, 2001). In regard to the teaching of mathematics, our goals are to improve student attitudes toward math and student achievement by providing teachers with different teaching methods and tools to help children become successful in studying mathematics.

The goals and strategies selected by the staff of Ridge Spring-Monetta Elementary School are to improve instruction and student achievement in English Language Arts, to improve instruction and student achievement in Mathematics, and to extrapolate data to improve and drive instruction. Use of hands-on instructional strategies in small group instruction, goal setting with students, ongoing professional development, teacher collaboration, and a continuous use of data to make schoolwide improvement are just a few of the strategies which will enable the school to be successful in improving our absolute rating from 2.4 to 2.7 on the State of South Carolina Annual School Report Card. In March of 2009, using a correlation of MAP and PACT data, we expect to see 30% of students realize an increase of one level (BB1, BB2, B, P, A) on all academic areas of the 2009 PACT Assessment as compared to the 2007 PACT Assessment which will result in our school meeting expected progress.

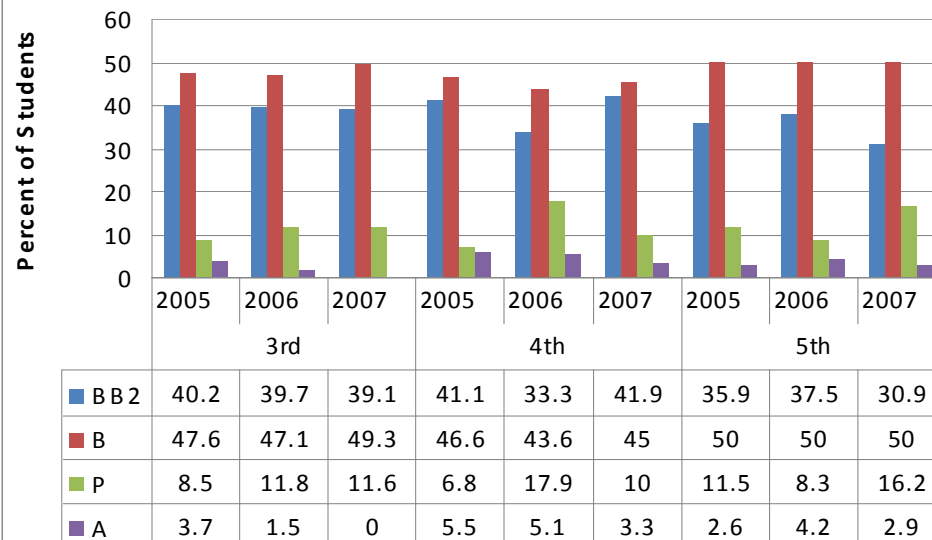
The process used to develop the Focused School Renewal Plan began with interviews with the faculty and staff of Ridge Spring-Monetta Elementary School. They were conducted to identify strengths and weaknesses of the instructional program and to determine the needs of the school. The input provided from these sessions was used by the School Leadership Team to establish goals and strategies that would enable Ridge Spring-Monetta Elementary School to meet expected progress as determined by the 2009 School Report Card. Additionally, the Leadership Team met, with the assistance of the External Review Team, to write the Focused School Renewal Plan. The plan was then reviewed by the entire faculty of Ridge Spring-Monetta Elementary School, as well as by district administrators, to provide feedback and gain support for the implementation of the plan during the 2008-09 academic year.

Ridge Spring-Monetta Elementary School PACT Results

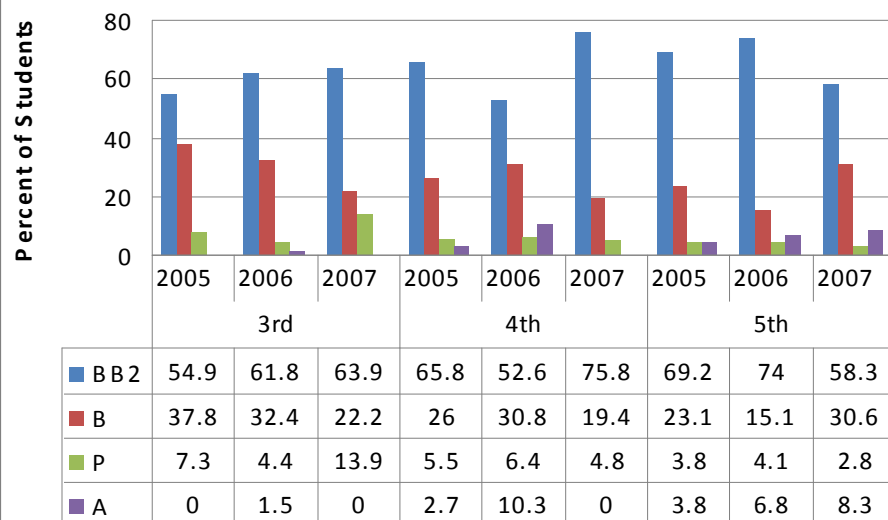
PACT ELA



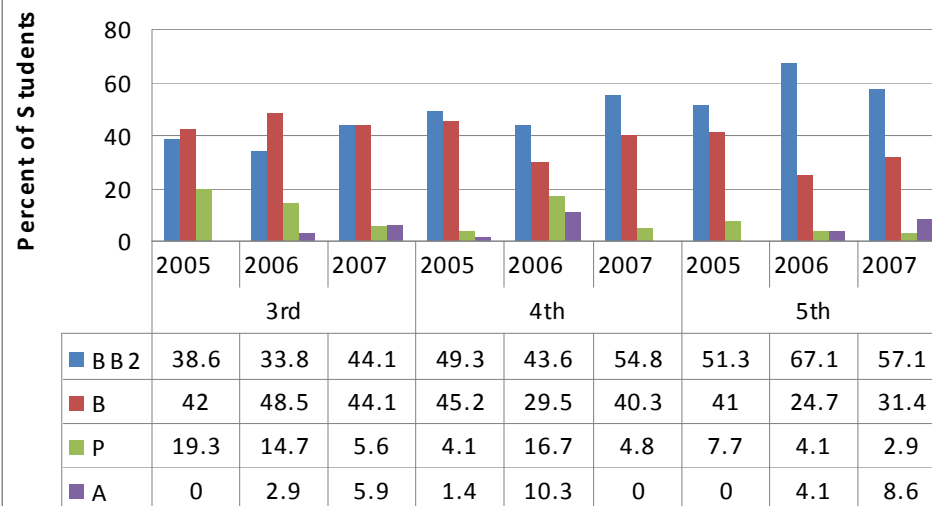
PACT Math



PACT Science

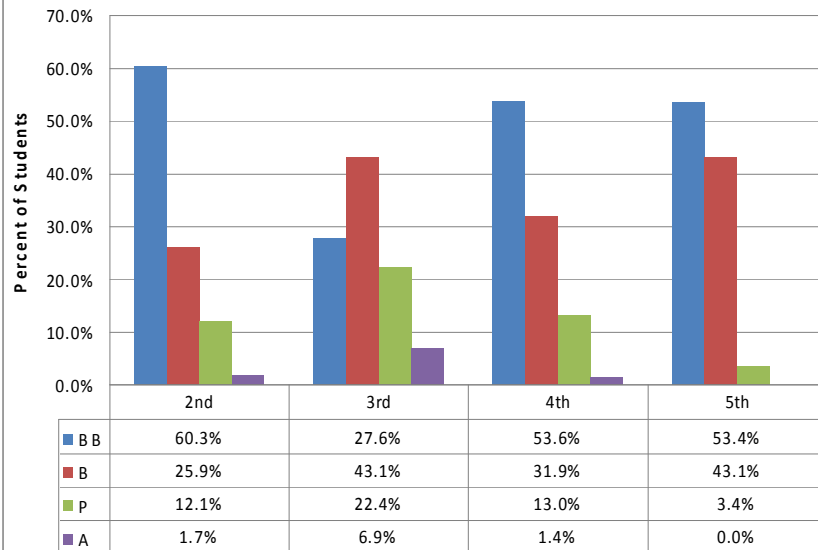


PACT Social Studies

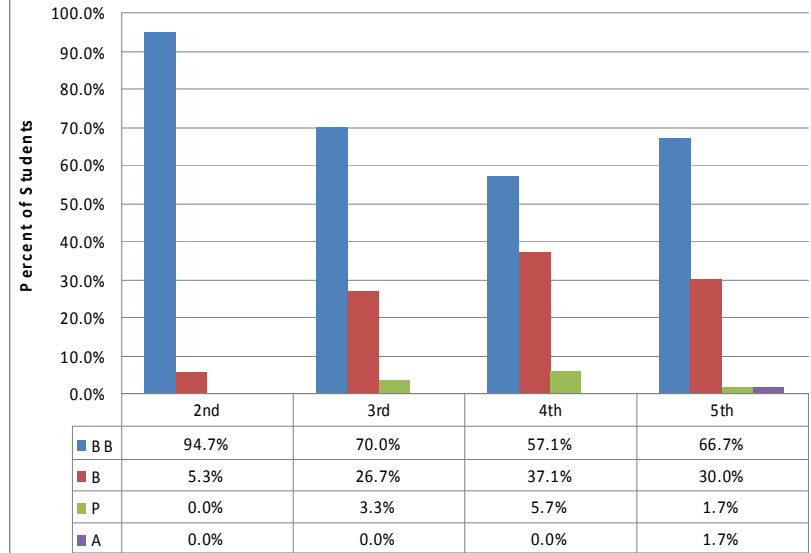


Winter MAP 2008 Correlation to PACT

ELA MAP Prediction for 2008 PACT



Math MAP Prediction for 2008 PACT



"How Effective Is Our School"
Faculty/Staff Survey Results
January 2008

		Instructional leadership (firm & purposeful; a participative approach; the learning professional)	Shared vision and clear goals (unity of purpose, consistency of practice)	Shared values and beliefs	A learning environment (an orderly atmosphere, an attractive working environment)	Teaching and curriculum focus (maximization of learning time, academic emphasis, focus on achievement)	High Expectations (for all, communications of expectations, intellectual challenge for all)	Positive student behavior (clear and fair discipline and feedback)	Frequent monitoring of student progress (ongoing monitoring, evaluating school performance)	Student involvement and responsibility (high student self-esteem, positions of responsibility, control of work)	Climate for learning (positive physical environment, recognition, incentives)
Ridge-Spring Monetta Elementary											
AVERAGE		3.54	3.63	3.89	3.52	4.20	4.09	3.24	4.35	3.22	3.89
		1=Never 2=Rarely 3=Sometimes 4=Often 5=Always									

School Timeline

<p>July 2008</p> <ul style="list-style-type: none"> • Coordinate implementation of Reading First Grant in grades K-3 • AIMS Training provided by district on Math/Science integration • District to investigate best practices and supplemental programs for intervention 	<p>August 2008-</p> <ul style="list-style-type: none"> ▪ MAP training introduction ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Use bi-weekly grade level planning to enhance instruction by allowing teachers to plan for incorporating science, technology, and manipulatives into their instruction. ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Small group instruction/reading strategies ▪ District will provide training for teachers in Bloom's Taxonomy and state standards ▪ District will provide training program for Literacy Coach for grades 4 & 5
<p>September 2008-</p> <ul style="list-style-type: none"> ▪ Staff development for writing ▪ Goal Setting Conferences with students ▪ Fall MAP testing ▪ Vertical team planning/related arts planning ▪ Stanford Testing – grades 1-3 ▪ Dominie Testing – grades 1-3 ▪ District will provide training in the use of manipulatives/lessons for math/science instruction ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Incorporate the use of Pre tests to assess teacher knowledge/use of MAP data. ▪ Early release day and other scheduled staff development ▪ Continue bi-weekly grade level planning ▪ 	<p>October 2008-</p> <ul style="list-style-type: none"> ▪ Parent/Teacher conference ▪ Staff Development for MAP ▪ Vertical planning/related arts planning ▪ Writing assessment using the SC 15 point rubric ▪ Continue bi-weekly grade level planning ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection (example: notebook) in classroom instruction and a Data wall based on Fall RIT. ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores. ▪ Provide ongoing staff development on how to navigate, read, and analyze MAP data to plan for instruction. ▪ Use ½ day early release day for vertical planning , RIT band instructional planning, and other scheduled staff development ▪ Conduct student recognition program ▪ District will provide Testview training for teachers

<p>November 2008-</p> <ul style="list-style-type: none"> ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Staff Development on informational text ▪ Student celebration of reading ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection into classroom instruction ▪ Update Data notebooks ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores. ▪ Continue bi-weekly grade level planning ▪ Conduct Reading Night for parents during National Education Week 	<p>December 2008-</p> <ul style="list-style-type: none"> ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Continue bi-weekly grade level planning ▪ Goal Setting Conferences with students ▪ Winter MAP testing ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection into classroom instruction ▪ Update Data notebooks ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores.
<p>January 2009-</p> <ul style="list-style-type: none"> ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Continue bi-weekly grade level planning ▪ Writing assessment using the SC 15 point rubric ▪ Update Data wall based on Winter RIT. ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection into classroom instruction ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores. ▪ Conduct student recognition program 	<p>February 2009-</p> <ul style="list-style-type: none"> ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Continue bi-weekly grade level planning ▪ Parent-teacher conference ▪ Spring MAP Testing ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection into classroom instruction ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores.

<ul style="list-style-type: none"> ▪ Conduct Family Math/Science Night for parents ▪ Administer Teacher Survey 	
<p>March 2009-</p> <ul style="list-style-type: none"> ▪ Update Data Wall with Spring MAP results ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Continue bi-weekly grade level planning ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection into classroom instruction ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores. ▪ Conduct student recognition program ▪ Turn in final report for FSRP 	<p>April 2009-</p> <ul style="list-style-type: none"> ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Continue bi-weekly grade level planning ▪ Administer Dominie assessment in grades 1-3 ▪ Administer Stanford assessment in grades 1-3 ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection into classroom instruction ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores.
<p>May 2009-</p> <ul style="list-style-type: none"> ▪ Administer Spring Palmetto Achievement Challenge Test in grade 3 ▪ Use ½ day early release for vertical planning, RIT band instructional planning, and other scheduled staff development ▪ Continue bi-weekly grade level planning ▪ Continue Dominie assessment in grades 1-3 ▪ Incorporate the use of manipulatives, other resources in the math curriculum to meet the needs of all learning styles ▪ Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smartboards. ▪ Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores. ▪ Encourage home/school communication through postcards, etc. ▪ Incorporate the use of RIT bands into instruction, in accordance with the 08-09 schedule. ▪ Incorporate the use of Data collection into classroom instruction ▪ Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores. ▪ Conduct student recognition program 	

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

By April 1 2009, using MAP data, 70% of the students tested in grades 3, 4, and 5 will meet target growth on their English Language Arts 2009 spring Assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
S1.1 Incorporate Social Studies and Science in ELA using informational texts. This will add content specific literature which will increase student's Science and Social Studies content area knowledge.	Teachers Administrators Literacy Coaches	September 2008	Teachers will maintain samples of informational texts and related activities employed in science and social studies classes and collaborate with other subject area teachers on student progress. Frequency: Administrators will review <u>lesson plans</u> for documentation or informational text related activities <i>weekly</i> . Feedback: : Grade level meeting-teacher with bring student information text activities for peer /administration/Coach review Follow-up: Random review of student informational activities. Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.
S1.2 Use small group instruction to meet the needs of students using the results from Dominie, Stanford, and MAP. These results will be used to create flexible small groups which will be continuously monitored.	Teachers Literacy Coaches Administrators	September 2008	Frequency: <u>Weekly</u> - Teachers will include small group instruction, within the class, based on RIT scores, Dominie and Stanford so each group can focus on areas of concern in their <i>lesson plans</i> <u>Monthly</u> - Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans.

			<p>Feedback: Grade level meeting-teachers will bring sample activities and assessments for peer review.</p> <p>Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade level meeting.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>
S1.3 Establish collaborative bi-weekly grade level planning to share strategies, examine data and the integration of the SC standards to lesson plans.	Teachers Administrators Literacy Coaches	August 2008	<p>Frequency: Teachers will meet <i>Twice a month</i> to examine the standards and compare/contrast subject level standards.</p> <p>Feedback: Grade Level Planning Team Meeting-teachers will bring lesson plans for peer review focusing on the integration of ELA and math Curriculum Guide noting strategies and student test data Teachers will maintain <u>minutes and agendas from these meetings</u>.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>
S1.4 Utilize reading strategies such as Readers Theater, Authors Study, Literature Circles, and Book Talk in classroom instruction for reading comprehension and fluency.	Teachers Literacy Coaches Administrators	September 2008	<p>By grade level, ELA teachers will peer tutor reading strategies for cross curriculum incorporation.</p> <p>Frequency: Teachers will incorporate two different reading strategies per quarter.</p> <p>Feedback: Grade level meeting-teachers will bring sample activities for peer review. Administrators/Literacy Coaches will <u>maintain agendas, handouts, and attendance logs</u> from the training sessions</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>

S1.5 Utilize professional development sessions, such as reading strategies, small group instruction, data analysis, and use of Smart Board along with other tools for instruction. These sessions will enable teachers to have a more in depth knowledge of the reading strategies and tools needed for better reading instruction.	Teachers Literacy Coaches Administrators	August 2008	<p>Frequency: <i>Monthly</i> training in various instructional techniques and strategies.</p> <p>Feedback: Grade level meeting-teachers will bring lesson plans, sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade level meeting.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>
S1.6 Incorporate writing across the curriculum in all subject areas, enabling students to develop a better understanding of the writing process. Related Arts teachers will include writing as part of their curriculum to emphasize its importance and promote a love of writing.	Teachers Administrators Literacy Coaches	September 2008	<p>Administrators will verify that students are maintaining journals and ELA teachers are assessing student writing.</p> <p>Frequency: <i>Weekly</i> review of <u>lesson plans</u>.</p> <p>Feedback: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p> <p>Follow-up: Random review of student writing across curriculum and in ELA journal</p>
S1.7 Engage in vertical planning to gain a greater understanding of the standards and expectations for each grade level.	Administrators Teachers Literacy Coaches	September 2008	<p>Frequency: Teachers will meet <i>monthly</i> to examine the standards and compare/contrast subject level standards between grade levels.</p> <p>Feedback: Vertical Planning Team Meeting-teachers will bring lesson plans for peer review focusing on the correlation of Blooms Level and the ELA Curriculum Guide noting differences/similarities by grade level. Teachers will maintain <u>minutes and agendas from these meetings</u>.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2:

By April 1 2009, using MAP data, 70% of students tested in grade 3-5, will meet target growth on their Math 2009 spring assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
S2.1 Incorporate the use of manipulatives and other resources in the math instruction to meet the needs of all learning styles and create a better understanding of abstract concepts.	Administration Teachers Literacy Coaches	August 2008	<p>Frequency: <u>Weekly</u> - Teachers will include manipulative/games within the class, based on RIT scores so each group can focus on areas of concern in their <i>lesson plans</i></p> <p><u>Monthly</u>- Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans.</p> <p>Feedback: Grade level meeting-teachers will bring sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade level meeting.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>
S2.2 Integrate technology into instruction using Compass Learning, United Streaming, ELMO's and Smart boards to provide visual representations of concepts, experiences and other real world situations.	Administration Teachers Literacy Coaches	August 2008	<p>Frequency: Lesson plans evaluated on a monthly basis to insure that technology is being utilized in the classroom.</p> <p>Feedback: Leadership team will provide recommendations/suggestions and critiques via walk through documentation and lesson plan review.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>

<p>S.2.3 Correlate Math instruction with science concepts such as measurement. This will allow students to see the connections between the two subjects, thus increasing their MAP scores.</p>	<p>Administration Teachers Literacy Coaches</p>	<p>August 2008</p>	<p>Frequency: <u>Monthly</u> - Teachers based on Math RIT scores with develop and implement math/science cross curriculum correlation activities to assist the students in the development of a higher level of connection between the two subjects.</p> <p><u>Monthly</u>- Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans.</p> <p>Feedback: Grade level meeting-teachers will bring sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade level meeting.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>
<p>S.2.4 Use collaborative grade level planning to enhance instruction by allowing teachers to plan for incorporating science, technology, and manipulatives into their instruction, as well as incorporating standards and data into the curriculum.</p>	<p>Administration Teachers Literacy Coaches</p>	<p>August 2008</p>	<p>Teachers based on Math RIT scores with develop and implement math/science cross curriculum correlation activities, science hands-on experiences and or technology to assist the students in the development of a higher level of connection between the two subjects.</p> <p>Frequency: <u>Weekly</u> -Lesson plans evaluated to insure that technology, manipulatives / games or science hands-on activities are being utilized in the classroom based on standards/RIT scores so each group can focus on areas of concern in their <i>lesson plans</i>.</p> <p><u>Weekly</u> - Teachers will include manipulative/games, technology or science hands-on activities within the class, based on standards/RIT scores so each group can focus on areas of concern in their <i>lesson plans</i></p> <p><u>Weekly</u>- Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans.</p> <p>Feedback: Grade level meeting-teachers will bring sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade level meeting.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>

S.2.5 Incorporate the use of MAP RIT bands into instruction for classroom and small groups. This instruction will address skill gaps and enhancements as needed.	Administration Teachers Literacy Coaches	October 2008	<p>Frequency: <u>Weekly</u> - Teachers will include small group instruction, within the class, based on RIT scores so each group can focus on areas of concern in their <i>lesson plans</i></p> <p><u>Monthly</u>- Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans.</p> <p>Feedback: Grade level meeting-teachers will bring sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade level meeting.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>
S.2.6 Engage in vertical planning to gain a greater understanding of the standards and expectations for each grade level.	Administration Teachers Literacy Coaches	September 2008	<p>Frequency: Teachers will meet <i>monthly</i> to examine the standards and compare/contrast subject level standards between grade levels.</p> <p>Feedback: Vertical Planning Team Meeting-teachers will bring lesson plans for peer review focusing on the correlation of Blooms Level and the math Curriculum Guide noting differences/similarities by grade level. Teachers will maintain <u>minutes and agendas from these meetings</u>.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3:

By April 1 2009, using Primary Map and Map data, 70% of the students tested in grades 1 & 2 will meet target growth on their Reading 2009 spring assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
S3.1 Incorporate the use of data collection in Student Data Notebooks and Data Walls based on current MAP data.	Administrators Teachers Literacy Coaches	October 2008	<p>Students will gain an understanding of the importance of the testing process thorough gathering and recording data in his/her individual notebook.</p> <p>Frequency: Folders/Notebooks for teachers and students will be housed in the classroom and will be updated on a monthly basis.</p> <p>Feedback: <i>One Grade level meeting each month</i> -teachers will bring data folders/notebooks for peer review. The grade level team will document entry updates monthly. The administrator will maintain agendas, handouts, exit slips and attendance logs from the evaluation sessions.</p> <p>Follow-up: Teachers will use critiques to adjust classroom data folder/notebook documentation and administration/coach will use information to drive training modifications as needed.</p>
S3.2 Target student instructional needs and learning levels through periodic and flexible grouping based on student RIT scores and/or reading levels.	Administrator Teachers Literacy Coaches	October 2008	<p>Frequency: <u>Weekly</u> - Teachers will include small group instruction, within the class, based on Dominie /RIT scores so each group can focus on areas of concern in their <i>lesson plans</i></p> <p><u>Monthly</u>- Administrators/Literacy Coaches/Grade chair will document through observations and/or lesson plans.</p>

			<p>Feedback: Grade level meeting-teachers will bring sample activities and assessments for peer review. Administrators/Literacy Coaches/Grade chair will <u>maintain agendas, handouts, and attendance logs</u> from the grade level meeting.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>
S3.3 Conduct individual student conferences using Dominie/MAP data for goal setting and discussion of progress as well as areas in need of improvement. These conferences will be set periodically throughout the year.	Administrators Teachers Literacy Coaches	August 2008	<p>Frequency: Teachers will hold individual <i>Bi-monthly</i> conferences with students to discuss current Dominie/MAP scores and to set student Dominie/MAP goals.</p> <p>Feedback: <i>Monthly</i>-Grade level meeting-teachers will bring a sample of Data folders for peer review.</p> <p>Follow-up: <u>Data folders</u>, containing any data obtained throughout the year will be used during the student/parent conferences at <i>least twice a year</i>. This will be a time to emphasize the importance of Dominie/MAP and to encourage students to do their very best. Administrators will provide feedback and follow-up to document the success of each Dominie/MAP rally.</p>
S.3.4 Participate in ongoing staff development on how to navigate, read, and analyze Dominie/MAP data to plan for instruction. This information will assist teachers in meeting individual student needs for small group instruction as well as providing valuable information concerning next steps for instruction.	Administrators Literacy Coaches Teachers	October 2008	<p>Frequency: <i>One</i> Training/NWEA/MAP will be provided to enable teachers to monitor learning more closely and modify lessons to best meet the needs of all students with review and specialized follow up at grade level meeting <i>once a month</i>.</p> <p>Feedback: <i>One Grade level meeting each month</i> -teachers will bring Grade book/test data and or data folders for peer review. <u>Weekly-Teacher lesson plans</u> will include Dominie/RIT band and varied approaches for instruction. The administrator will maintain agendas, handouts, exit slips and attendance logs from the training sessions.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed.</p>

S.3.5 Conduct Dominie /MAP Rallies and recognitions to encourage student achievement and promote positive mind-set among students.	Administrative Team	December 2008	<p>Frequency: Administration and teachers will provide a MAP rally at least <i>two times a year</i> for all students.</p> <p>Feedback: Administrators/Literacy Coaches/Grade chair will conduct an informal survey following the RALLY to evaluate success.</p> <p>Follow-up: The leadership team will use critiques to adjust agenda of next Dominie/MAP Rally and administration/coach will use information to drive modifications as needed.</p>
--	---------------------	---------------	--

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

By April 1, 2009, teacher surveys will show an increase of 20% in the number of positive responses, 4.0 or greater on a 5 point scale, on the “How Effective Is Our School” survey and this will directly relate to 70% of the students tested in grades 1 & 2 meeting target growth on their reading 2009 Spring assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
L1.1 Provide recognition for teachers who display positive behaviors that promote instruction. This morale building recognition will be a step in the process of building community and establishing a positive school climate for instruction.	Administration	August 2008	<p>Frequency: Lists of possible celebrations and recognitions for teachers and staff will be compiled on a <i>quarterly</i> basis. Possible recognition awards and/or prizes will be accumulated to be available for teacher recognitions on a “as-needed” basis. Lists of recognized teachers and their accomplishments will be kept by the administrators/literacy coaches who will provide feedback and follow-up.</p> <p>Feedback: <u>Teacher surveys</u> will illustrate a 20% increase in the number of positive responses</p> <p>Follow-up: The leadership team will use critiques to adjust awards and recognitions. Lists of students for quarterly student recognition programs, notification to parents, news articles, and posting of student names/pictures at RSM Middle School will be compiled.</p>
L1.2 Provide grade level student recognition programs at the end of every quarter. These programs will identify students who meet academic as well as social goals.	Administrator Teachers	August 2008	<p>Frequency: Quarterly students will be recognized during an awards program.</p> <p>Feedback: The leadership team will conduct an informal staff survey as to the effectiveness of the program.</p> <p>Follow-up: The leadership team will use critiques to adjust awards and recognitions.</p>

L1.3 Provide postcards and postage to teachers to encourage positive home-school communication. (1 per week for self-contained and 2 per week for departmentalized). This relation building activity will give teachers the opportunity to promote their students' positive behaviors.	Administrator Teachers	August 2008	<p>Frequency: Home-school communication log will be kept by individual teachers on a weekly basis and included on an end-of-quarter report. This communication effort will establish a positive relationship with parents to promote instruction in the classroom and support from the home.</p> <p>Feedback: End of <i>third quarter</i> parent survey to evaluate the effectiveness of the postcard communication.</p> <p>Follow-up: The leadership team will use critiques to adjust the effectiveness for continued use.</p>
L1.4 Promote Parent Nights to inform parents on the instructional programs (Reading Night, Family Math, Science Night, etc.) and invite their participation in their child's education.	Administrator Teachers	August 2008	Parents will be invited to participate in school programs through principal's newsletters, published school calendar, and grade level news. Evidence of participation will be sign-in sheets and feedback received. Administrator/teachers will provide documentation on a weekly/quarterly basis with administrator providing feedback and follow-up.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, 80% of teachers will successfully complete the 10 training modules of the NWEA Knowledge Academy as evidenced by certificates of completion for each module.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
L2.1 Provide guidance, time, and resources for the disaggregation of data. Sessions will be provided for instruction on maneuvering the NWEA website and accessing data, as well as, utilizing the data to inform instruction.	Administrators	August 2008	<p>Frequency: 80% of the ELA and math teachers will complete the NWEA on-line Academy training course to receive certificate of completion.</p> <p>Feedback: Sign-in sheets, agendas and staff development certificates will be kept by administrator.</p> <p>Follow-up: The leadership team will use critiques to adjust the effectiveness for continued use.</p>
L2.2 Participation in pre and post guidance sessions on accessing MAP data. Teacher knowledge will be assessed and assistance given to insure that all teachers have a complete understanding of the data process...	Administrators Teachers	September 2008	<p>Frequency: One Training/NWEA/MAP will be provided to enable teachers to monitor learning more closely and modify lessons to best meet the needs of all students with review and specialized follow up at grade level meeting <i>once a month</i>.</p> <p>Feedback: One Grade level meeting each month -teachers will bring Grade book/test data and or data notebooks for peer review. Weekly-<u>Teacher lesson plans</u> will include RIT band and varied approaches for instruction. The administrator will maintain agendas, handouts, exit slips and attendance logs from the training sessions.</p> <p>Follow-up: Teachers will use critiques to adjust classroom instruction and administration/coach will use information to drive training modifications as needed. Students will gain an understanding of the importance of the testing process thorough gathering and recording data in his/her individual notebook.</p>

<p>L2.3 Encourage the use of Data Walls and Student Data Notebooks. Teachers will display student data in a chart format on Data Walls and assist students in compiling information for their Student Data Notebooks.</p>	<p>Administrators Teachers</p>	<p>September 2008</p>	<p>Frequency: Notebooks for teachers and students will be housed in the classroom and will be updated on a <i>monthly basis</i>. A Data Wall will be created to track MAP growth for the middle school students and will be updated by teachers/literacy coaches <i>at least three times</i> a year. Feedback: <i>One Grade level meeting each month</i> -teachers will bring data notebooks for peer review. The grade level team will document entry updates monthly. The administrator will maintain agendas, handouts, exit slips and attendance logs from the evaluation sessions. The wall will be posted in a central location for grade levels and/or classrooms for classroom levels. The assignment of a student number/letter will be known only to the teacher and student; therefore, students can visually track themselves and take ownership. Follow-up: Teachers will use critiques to adjust classroom data notebook documentation and administration/coach will use information to drive training modifications as needed. After the fall, winter and spring test administration the Administrators/literacy coaches will review test data with each grade level to update data walls and strategies for continued student growth.</p>
<p>L2.4 Provide professional training for teachers in the on-line Map Knowledge Academy</p>	<p>Administrators Teachers</p>	<p>September 2008</p>	<p>Frequency: 80% of the ELA and math teachers will complete the NWEA on-line Academy training course to receive certificate of completion. Feedback: Sign-in sheets, agendas and staff development certificates will be kept by administrator. Follow-up: The leadership team will use critiques to adjust the effectiveness for continued use.</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the District will provide and/or facilitate professional training to improve effective classroom instruction and assessment in support of the school's FSRP by using MAP data to document that 70% of the students tested in grades 1-5 will meet their target growth on their Reading and Math MAP 2009 spring assessment.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional training on the language of the Revised Bloom's Taxonomy and the State Academic Standards to all teachers and its relation to instruction and assessment	District Division of Instructional Services	August 2008	Agendas, training plans, PowerPoint presentations and attendance logs will verify training; Assessment will be submitted monthly to the Principal and available for review by the Division of Instructional Services.
Coordinate the implementation of the Reading First Grant in grades K-3	District Director of Elementary Education	July 2008	Teachers will work with the Reading First Literacy Coach in study group and in classrooms to demonstrate the use effective reading strategies.
Provide and/ or facilitate training in the use of math manipulatives and hands-on lessons in both math and science instruction	District Division of Instructional Services	September 2008	Math manipulatives and science kits will be demonstrated and teachers required to use them in classrooms. Attendance logs at sessions, documentation in lesson plans and peer observations will verify classroom use.
Provide AIMS Training for at least one teacher/grade during summer session on Math/Science integration	District Director of Elementary Education	July 2008	One teacher/grade level will attend the AIMS training and share with grade level teachers through demonstration. Lessons will be documented in plans and observed.
Provide a training program for a Literacy Coach in grades 4-8 (overlaps middle grades due to small number of teachers	District Director of Elementary Education District level Literacy Coach	August 2008	Through the use of the District Level ELA Instructional Coach and contracted services, a teacher will be trained to serve as a school literacy coach, modeled after the services of the Reading First Coach. Completion of training agendas and log of weekly plans working with teachers on effective strategies will be documentation.
Insure that all grade levels receive at least 90 minutes of uninterrupted time for Reading instruction and that tiered intervention occurs at all grade levels	District Director of Elementary Education Principal	September 2008	The master schedule will be reviewed and approved by the Director of Elementary Ed. The school will document its tiered intervention plan and its implementation to the 23 Director through the principal.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

Focused District Instructional Leadership Goal 2: By April 1, 2009, the District will provide and/or facilitate professional development to teachers and administration on the implementation and use of data analysis to enable teachers to address the academic needs of students resulting in 70% of the students in grades 1-5 meeting their target growth on reading and math MAP spring assessment.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide teachers and administration training to review the implementation of MAP (Initial training scheduled for March, 2008)	Director of Federal Programs	August 2008	Teachers will review the implementation of MAP. Agendas and attendance logs will verify teacher participation; Director of Federal Programs
Provide core academic teachers and administration training in the use of MAP data reports to identify students’ areas of weakness	Director of Federal Programs	September 2008	Teachers will be trained to interpret MAP reports and identify areas of weakness/need. Agendas, attendance logs and teacher reports will verify participation; Director of Federal Programs
Provide all teachers training in the use of all data stored in Testview	Associate Superintendent of Administration	October 2008	Teachers will be trained to access all data associated to their classes through Testview. Attendance logs and teacher generated reports will verify success; Associate Superintendent of Administration.
Support the school’s integration of technology into instruction through professional training in workshops and coursework based on teacher needs	District Technology Specialists	August 2008	The course syllabus, attendance logs and grade reports will verify completion of graduate course and attendance at workshops. Classroom observation of lessons will be recorded. Division of Instructional Services, Principal

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Title and Description of Each Program and Initiative
Included in the FSRP

- Measures of Academic Progress (MAP) - state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth.
- Compass Learning – a computerized, standards-based instructional resource designed to align student MAP assessment results with appropriate instructional content.
- Northwest Education Association (NWEA) - The Northwest Evaluation Association (NWEA) is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning.
- Rasch Unit (RIT) - A RIT score is a number that indicates a student's instructional level. Students get an overall RIT score at the end of a Measures of Academic Progress (MAP) assessment or Achievement Level Test (ALT). In addition, RIT score ranges are reported for each goal area of a test.
- Stanford - a valid, reliable test that meets all the Reading First requirements for an outcome measure. The questions were selected to assess the five essential components of reading as specified by the Reading First legislation: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.
- Dominie - Based on National Reading and Writing Standards and Best Practices Research, the *Dominie Reading & Writing Assessment Portfolios* feature original fiction and nonfiction stories, leveled books, rubrics for story writing and reading fluency, case studies, essential phonics and spelling components, convenient reproducible assessment forms, and a scoring guide for spelling accuracy that is based on an analysis of developmental spelling tests.
- Smartboard - a product of SMART Technologies. It is a large, touch-controlled screen that works with a projector and a computer. The projector throws the computer's desktop image onto the interactive whiteboard, which acts as both a monitor and an input device. Users can write on the interactive whiteboard in digital ink or use a finger to control computer applications by pointing, clicking and dragging, just as with a desktop mouse. SMART Board interactive whiteboards are used in education, business and government as an interactive presentation, communication and distance-collaboration tool.
- United Streaming - a digital video-on-demand and online teaching service to help improve students' retention and test scores; it is aligned to U.S. state and provincial standards.
- Manipulatives - A mathematical manipulative is an object which is designed so that the student can learn some mathematical concept by manipulating it. The use of manipulatives provides a way for children to learn concepts in developmentally appropriate, hands-on ways. Mathematical manipulatives are used in the first step of teaching mathematical concepts, that of concrete representation.
- Testview – a data warehouse for storing and easily accessing student information

- ELMO – a projection device for instructional use